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## REPORT OF THE COMMITTEE ON QUESTIONNAIRE<sup>1</sup>

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After communicating with Miss Sabin and Miss Hanson with reference to the questions sent out by the Western Association, the Committee<sup>2</sup> decided to ascertain the opinion of teachers of Latin and Greek, of school superintendents, instructors of pedagogy and educational psychology in normal schools and colleges, and in general of men and women prominent in education. Copies of the two sets of questions, with the tabulation of replies, are given below.

### QUESTIONNAIRE FOR SCHOOL SUPERINTENDENTS AND INSTRUCTORS IN PEDAGOGY AND EDUCATIONAL PSYCHOLOGY

I. Would you advise that any study or studies be taken in secondary schools chiefly for the sake of *mental discipline*? If so, what studies?

Number	Ratio	Percentage
Yes..... 39	Yes to No=1 : 2.91	Yes..... 25.49
No..... 114		No..... 74.51
Total..... 153		100.00

II. In the teaching of Latin would you recommend that emphasis be laid upon English vocabulary building and the literary features of the authors read, with the study of forms and syntax made, not an end, but a means to an end?

Number	Ratio	Percentage
Yes..... 146	Yes to No=20.86 : 1	Yes..... 95.42
No..... 7		No..... 4.58
Total..... 153		100.00

<sup>1</sup> Read at the thirteenth annual meeting of the Classical Association of New England, March 23, 1918.

<sup>2</sup> Albert S. Perkins, Dorchester High School; Adèle Allen, Holyoke High School; Josiah Bridge, Westminster School.

III. Would you favor a country-wide series of measurements of Latin and non-Latin pupils of equal ability for the purpose (1) of testing comparative facility in English vocabulary building, and (2) of determining whether the study of Latin has resulted in added mental power, that is, has served as a means of *mental discipline*?

Number	Ratio	Percentage
Yes..... 98	Yes to No=1.88 : 1	Yes..... 65.33
No..... 52		No..... 34.67
Total..... 150		100.00

IV. Would you recommend that questions be placed on the Latin papers of the College Entrance Board to test ability to correlate English derivatives with Latin originals, without, however, increasing the amount of time to be devoted to Latin in the secondary school? If your answer is in the affirmative, would you recommend that the time for the proposed requirement in English vocabulary through the Latin be taken from advanced Latin composition? Please offer detailed constructive suggestions on this point.

Number	Ratio	Percentage
Yes..... 108	Yes to No=4.69 : 1	Yes..... 82.44
No..... 23		No..... 17.56
Total..... 131		100.00

V. In view of the fact that so large a proportion of the English words used in business and other vocational pursuits are of Latin origin, would you favor for high schools or junior high schools the establishment of a course of at least two years in "vocational Latin," that is, Latin taught largely for English vocabulary to commercial and other vocational pupils, to the end that their earning capacity may be increased?

Number	Ratio	Percentage
Yes..... 71	Yes to No=1 : 1.07	Yes..... 48.30
No..... 76		No..... 51.70
Total..... 147		100.00

VI. Do you favor the teaching of Greek in secondary schools, especially (1) if teachers are willing to give additional hours in case the classes are small; (2) if, as in Latin, English derivatives are correlated with Greek originals; and (3) if emphasis is placed on essentials, with nonessentials put in the background, as in the new comprehensive examination of the College Entrance Board?

Number	Ratio	Percentage
Yes..... 73	Yes to No=1.04 : 1	Yes..... 51.05
No..... 70		No..... 48.95
Total..... 143		100.00

VII. Please offer constructive suggestions for improvement in the teaching of Latin and Greek, or for widening the scope of their influence and helpfulness, not brought out by the above questions.

#### QUESTIONNAIRE FOR LATIN TEACHERS

I. 1. Would you be interested in a supply house, or bureau, for sending out to teachers of Latin who wish it certain material useful in their work?

2. Have you anything to suggest as an addition to the following list? Slides, photographs, costumes for Latin plays, a list of books for a model high-school library, a monthly bulletin giving notices of new books and articles in current magazines of special interest to the Latin teacher, new ideas in the Latin professional world, an account of a country-wide series of measurements of Latin and non-Latin pupils of equal ability, Latin publicity material, statistics regarding Latin in other states, etc.

3. Would you advise an occasional lecture in your city or town to the general public upon the value of the study of Latin and Greek?

Number	Ratio	Percentage
Yes..... 47	Yes to No=11.75 : 1	Yes..... 92.16
No..... 4		No..... 7.84
Total..... 51		100.00

II. Would you favor the establishment of some system of professional correspondence whereby the needs of teachers along various lines might be furthered?

Number	Ratio	Percentage
Yes..... 35	Yes to No=7 : 1	Yes..... 87.50
No..... 5		No..... 12.50
Total..... 40		100.00

III. If some plan could be worked out for a closer co-operation among the schools for the purpose of achieving better results than teachers are now getting, would you be interested in lending your assistance? Would you be willing, for example, to help in working out such a problem as practical ways of correlating Latin with other subjects in the high school or junior high school curriculum; a suitable Latin vocabulary list for four years of the course based directly upon the text as it is read in various schools; or English derivatives for 400 or 500 Latin words included in the course; or a minimum amount of form and syntax work for each year, etc.?

Number	Ratio	Percentage
Yes..... 43	Yes to No=14.33 : 1	Yes..... 93.48
No..... 3		No..... 6.52
Total..... 46		100.00

IV. 1. Would you like to see some scheme worked out whereby skilled teachers of high-school Latin could visit younger teachers and assist them directly in solving the problems of their work?

2. Can you offer constructive suggestions on the above point?

3. Would you think it a good plan for the director of the course for the training of Latin teachers in university, college, or normal school to work out some "follow up" system whereby he could make occasional visits, at least, to young teachers who have been in his classes in the preceding year?

Number	Ratio	Percentage
Yes..... 42	Yes to No=8.4 : 1	Yes..... 89.36
No..... 5		No..... 10.64
Total..... 47		100.00

V. 1. Has Greek ever been taught in your school? If so, in what years?

2. Is there a demand for the study of Greek in the school today?

3. Will you co-operate in meeting this demand, if it exists, or in creating the demand, if it does not exist, by using the following methods?

- a) Representing to successful first-year Latin pupils the desirability of the study of Greek.
- b) By teaching extra hours, in case the classes are small, that the number of "pupil hours" of the Greek teacher shall not fall below the average of the school.
- c) By correlating English derivatives with Greek originals.
- d) By putting nonessentials in the background and emphasizing essentials, so as to enable pupils to read Greek masterpieces as soon and as appreciatively as possible, in general, following the lines of the new comprehensive examination of the College Entrance Board.

Number	Ratio	Percentage
Yes..... 14	Yes to No=1 : 2.21	Yes..... 31.12
No..... 31		No..... 68.88
Total..... 45		100.00

VI. Would you favor a country-wide series of measurements of Latin and non-Latin pupils of equal ability for the purpose (1) of testing comparative power in English vocabulary building, and (2) of determining whether the study of Latin has resulted in added mental power, that is, has served as a means of *mental discipline*?

Number	Ratio	Percentage
Yes..... 35	Yes to No=4.38 : 1	Yes..... 81.37
No..... 8		No..... 18.63
Total..... 43		100.00

VII. Would you recommend that questions be placed on the Latin papers of the College Entrance Board to test the candidate's ability to correlate English derivatives with Latin originals, without, however, increasing the amount of time to be devoted to Latin in the college preparatory course? Would you recommend that the time for the proposed requirement in English vocabulary through the Latin be taken from advanced Latin composition? Please offer detailed constructive suggestions on this point, after conferring with your headmaster and school superintendent.

Number	Ratio	Percentage
Yes..... 35	Yes to No=11.66 : 1	Yes..... 92.10
No..... 3		No..... 7.90
Total..... 38		100.00

VIII. Is there a demand in your school (or the junior high school connected with it) for a course of at least two years in "vocational Latin," that is, Latin taught largely for English vocabulary to commercial or other vocational pupils? If such a demand does not exist at present, would you be willing to co-operate in creating it by setting before school superintendents, headmasters, commercial (or other vocational) teachers, and students the importance of Latin as a *vocational study*, from the fact that a large proportion of the English words used in business and other vocational pursuits at the present time are of Latin origin, and that a thorough knowledge of the meaning and use of these words would serve to increase the earning capacity of pupils in later life?

Number	Ratio	Percentage
Yes..... 31	Yes to No=3.1 : 1	Yes..... 75.61
No..... 10		No..... 24.39
Total..... 41		100.00

IX. Please offer constructive suggestions for improvement in the teaching of Latin and Greek, or for widening the scope of their influence and helpfulness, not brought out by the above questions.

On the teachers' questionnaire the results ranged from 14.33 to 1 ("Yes" to "No") in No. III, to 3.1 to 1 in No. VIII, except, strangely enough, in No. V, the Greek question. Here "Yes" to "No" was in the ratio of 1 to 2.21. Some teachers said that their work was so heavy that they had no strength to teach extra hours. Others had not studied Greek and had no time to get it up. A few claimed exemption on the ground that their superintendents were opposed to Greek. It is encouraging, however, to find on the superintendents' paper the replies to this question in the ratio of 1.04 to 1, or 51.05 per cent in favor of Greek.

With reference to No. I in the superintendents' questionnaire you will note that on the question in the abstract "No" is to "Yes" nearly 3 to 1; but there were notable exceptions. For example, Dr. G. Stanley Hall replied: "Yes, Latin." Mr. A. L. Rafter, of the Boston Board of Superintendents: "I would advise that Latin be taken in secondary schools for the sake of mental discipline." President Wooley, of Mount Holyoke: "I certainly still believe in the much-criticized mental discipline." President Benjamin Ide Wheeler, of the University of California, said: "Yes, mathematics and Latin." Samuel B. Allison, assistant superintendent in charge of standards and statistics, Chicago Board of Education, writes as follows:

I think it good practice that pupils be advised to take studies that they do not particularly care for. I know of one case where such advice was given to a high-school pupil who thought he had a great aversion for arithmetic. Upon being advised to try it anyway, he has found that his main forte lies in mathematics, and now he is choosing his college course with reference to taking as much mathematics as he can get.

But many who replied "No" to the question in the abstract in reality took middle ground. Thus President Eliot: "No, if discipline means compelled attention to subjects or operations in which the pupil has no interest; all the studies should be taken, if made interesting." Dr. E. L. Thorndike, of Columbia, writes: "Not solely. Probably not chiefly, if that means over 90 per cent of the reason." Dr. Otis W. Caldwell, of the Lincoln School, New York City, answered, "No," but added, "There are so many studies which give mental discipline and at the same time give other values that I would not teach anything *solely* for discipline." Professor McConaughy, of Dartmouth: "Classicists are on very shaky ground when they justify the teaching of Latin *wholly* from the standpoint of mental discipline"—with the implication that it might be justified, partly at least, from that point of view. Walter E. Ranger, commissioner of public schools, Rhode Island, thinks that "all study has disciplinary value"; while Joseph E. Russell, dean of Teachers College, Columbia, is of the opinion that "every study should give mental discipline." Professor Hanus, of Harvard, summarizes this middle ground as follows: "Every

subject should be so studied as to result in the mental discipline primarily peculiar to that subject."

From a consideration of these comments and numerous others it seems fair to assume, with reference to the vexed question of mental discipline, that the pendulum has already swung noticeably toward the affirmative. In fact, if Question I had been worded in a slightly different way the replies would have been emphatically "Yes."

The result of No. II is overwhelmingly "Yes." David Starr Jordan writes, "When the Latin is useful, that is, 'digestible,' the word-forming feature is most important, the syntax least." Dr. M. B. Hillegas, Vermont commissioner of education, replies, "Yes," as did also Dr. Edward F. Buchner, of Johns Hopkins, and Professor Anna G. McKeag, of Wellesley. Dr. Charles F. Thwing, of Western Reserve College, writes, "Yes, by all means." Professor A. F. McDonald, of Bates, "Decidedly yes." Frank C. Moore, principal of State Normal School, Los Angeles, "If I taught Latin, I should attempt to make it specifically useful." Dr. Andrew F. West, of Princeton, "Yes, provided the essential principles of the language are not neglected." The reply of Dr. Payson Smith, Massachusetts commissioner of education, in a few words summarizes the opinions of those who voted "Yes" on this question. "The study of forms and syntax," writes Dr. Smith, "should be used solely as a means to the enjoyment and use of the language."

With regard to No. III, while the majority favored making the measurements, yet a few thought that nothing would be proved. Thus Professor Hanus wrote, "Yes, to the first part of No. III; but taken by themselves the results of such a test would not be conclusive. It would not be possible to secure the answer to (2). Accordingly I have crossed out (2)." In this connection it is interesting to note that the idea of measurements of Latin and non-Latin pupils of equal ability, to decide whether Latin had given power or not, was suggested a few years ago by Professor Holmes, Professor Hanus' colleague at Harvard. In the opinion of many the results would be conclusive. Thus Dr. E. L. Thorndike, of Columbia, favors an *adequate* series of measurements to determine *how far* the study of Latin has served as a means of mental discipline.



Dr. Otis W. Caldwell, of the Lincoln School, writes, "Yes, if you can devise sure means of knowing that you are dealing with comparable groups of pupils and comparable teaching." In any case would not the publicity involved in doing things on so big a scale serve to arouse interest in the cause of the classics by showing that ability to "hustle" is by no means confined to teachers of the so-called *practical* subjects? Therefore I most strongly urge that the country-wide measurements be made—and made by men of such fairness and eminence that the results will be accepted the world over without question.<sup>1</sup>

The replies to No. IV were decisive, though a few thought that the time should not be taken from Latin composition. Thus Professor West writes, "Both composition and derivation of English words from Latin sources should be studied in school and tested on College Entrance Board examinations." Dr. F. F. Murdock, principal of the State Normal School, North Adams, thinks both ends could be accomplished. He writes:

No greater improvement could be made than to introduce questions on the written papers of the College Entrance Board to test the ability of correlating English derivatives with Latin originals. It is my notion that if half as much Latin were translated and the time thus saved were given to etymology, in a few years it would be possible to do the work both in etymology and in translation to a much greater degree of efficiency than now prevails in either.

Dr. Frank T. Graves, dean of the School of Education of the University of Pennsylvania, is of the same opinion: "There is no need of extra time to accomplish this, as the study of English derivatives will save time through stimulation of interest and facilitating memory." Dr. Alexis F. Lange, professor of education in the University of California, believes that the whole question

<sup>1</sup> At the Windsor meeting just before adjournment, upon motion of Professor Nixon, of Bowdoin, the following vote was passed: "That a committee of three shall be appointed by the chair to secure an adequate series of measurements of Latin and non-Latin students of equal academic standing in public high schools, private secondary schools, and colleges, for the purpose (1) of testing comparative facility in the use of English, and (2) of determining how far the study of Latin has resulted in added mental power." Dr. Barss later appointed the committee as follows: Albert S. Perkins, chairman; George H. Browne, principal of Browne and Nichols School, and Clifford H. Moore, of Harvard.

should be re-examined from another standpoint: "English should always be the starting-point for Latin, and the comparative method in constant use. The potential values of Latin must be re-examined from this point of view."

Nearly all, however, approve of taking the time from advanced composition, but of using this time, not in the last year alone, but throughout the four years of the Latin course. Thus Dr. Julius Sachs, of Columbia: "Yes, and the time should be taken from advanced Latin composition, in which the work, as a rule, is worthless." And Dr. T. M. Balliet, of the school of pedagogy of New York University: "Yes, to both questions. Latin composition is of chief value as a means of fixing forms and syntax. An elementary course ought to be sufficient for secondary schools." Dr. Caldwell, of the Lincoln School: "Yes. Take the time from Latin composition. This change is important, since English *should be improved* as suggested." Dr. A. R. Brubacher, president of New York State College for Teachers, Albany: "The test in English derivatives will have proper place on college-entrance examination papers. I am in favor of decreasing the amount of time given to Latin composition, and that such time be devoted to the study of derivatives." Benjamin Ide Wheeler, University of California: "Yes, I do not see why, from the very first, and in each year of the course, attention should not be given to this matter." David Starr Jordan: "The vocabulary part of Latin is the essential part after general scholarship. Latin literature is negligible in a crowded world, and the antiquated syntax a matter for philologists." Dr. C. E. Chadsey, superintendent of public schools, Detroit, Michigan: "Yes, to both parts of IV. I certainly believe that in the teaching of both Latin and Greek it is advisable to correlate English derivatives with the originals, and I heartily concur in the idea that emphasis should always be placed upon essentials and that nonessentials be put in the background." Dr. William H. Burnham, department of pedagogy, Clark University: "I should recommend such questions on the entrance Latin papers, and the time could be taken, I think, with advantage from the advanced Latin composition."

With reference to No. V, not a few of those who sent replies had evidently not heard of vocational Latin. A few others were suspicious of it. For example, Dr. F. F. Murdock, principal, State Normal School, North Adams, says, "There is no 'vocational Latin.' The words are a subterfuge for the purpose of retaining Latin in high schools, and perhaps of compelling more students to take the subject." Many superintendents apparently were fearful that courses of studies might have to be revised, or a place found for Latin in the already crowded vocational curriculum. A few prominent educators objected to teaching *general* English vocabulary to vocational pupils. Thus Professor Hanus advises that vocational pupils be taught the vocabulary that goes with their particular vocation. But if we do this, are we not limiting the possibilities of advancement of our young people? At the Boston meeting of the Association of Colleges and Preparatory Schools, last March, Dr. Payson Smith, Massachusetts commissioner of education, made an earnest plea for *equality of educational opportunity*. All of our boys cannot, of course, be presidents. But is not an educational system to be deplored which from the start dooms the boy to a life of mediocrity? Is it not our duty to give our young people the opportunity to make the most of every faculty they possess, and to make them believe, if we can, that nothing in life is too lofty for them to aspire to? Therefore, why not give pupils in vocational courses the chance to build up a general English vocabulary by a thorough study of Latin, and thus enable them to be ready, in one important respect at least, for any opportunity that presents itself?

With reference to the results in No. V there is reason for encouragement in the fact that nearly half of the superintendents and educators voted in the affirmative, and that in the corresponding question on the other questionnaire practically all the teachers said "Yes," the "Noes" consisting largely of those in schools where no vocational courses are given.

Since the tabulation of the answers was made several replies have been received from superintendents and educators, practically all of whom voted "Yes" to this question. Thus

Mr. George C. Minard, superintendent of the Arlington public schools, comments as follows:

We are carrying on a little experiment in the junior high school. What the outcome will be I cannot say now. We have taken the two lowest grade divisions we could get together, that is, low so far as English work is concerned, and are giving one of the divisions Latin. Like tests will be given to both divisions during the year. Does this sound practical to you, and in your opinion might we learn something?

Another late reply was received from Mr. Herbert W. Lull, superintendent of public schools, Newport, Rhode Island, who writes with reference to No. V as follows: "I am interested in the results of experiments in 'vocational Latin,' and favor their continuance and extension." And Dr. Caldwell of the Lincoln School: "Try one year in vocational Latin first, and see what results may be secured." The final tabulation should therefore be at least 1 to 1, or fully 50 per cent "Yes."

With reference to No. VII, Mr. J. Mace Andrews, instructor in psychology in the Boston Normal School, answers as follows: "There should be a more detailed study of the origin of English words. Most pupils of Latin that I have come in contact with fail to appreciate the classics studied in relation to civilization." Dr. Glen L. Swiggett, specialist in commercial education at Washington, in his comment approves of No. V, and quotes from *Bulletin No. 25*, 1916, on commercial education, page 5, as follows: "The study of Latin should precede, if possible, that of the modern languages."

Dr. Payson Smith makes this comment: "The largest possible attention of teachers of Latin should be paid to the contacts of this language with other subjects, with other languages, and with related interests of the students. There should be a changed point of view, so that Latin will be regarded, not as a preparatory subject, but as a subject with inherent educational possibilities." Professor Holmes, of the Division of Education at Harvard, made the following comment:

Distinguish sharply between Latin as language and Latin as literature. For those who take more than two years of Latin, aim actually to achieve the literary ends of the teaching of the subject. Let no one go into third-year

Latin who is not capable of genuine literary study. In the third and fourth years get something of Horace, Catullus, Terence, Pliny, and others, in addition to Cicero and Vergil. Adjust college-entrance requirements accordingly.

Dr. Frank Bunker, specialist in foreign educational systems, to whom the questionnaire was referred by the Commissioner of Education, Dr. P. P. Claxton, would teach the classics as the modern languages are taught. "Begin conversationally and with stories of modern interest put into Latin or Greek, after the methods of the best modern-language teaching. Keep the grammar in the background and for more advanced work." David Starr Jordan, after No. VII, writes as follows: "My use of Latin and of Greek has been considerable, but almost wholly in connection with word origins and original meanings, and in scientific nomenclature." Dr. Edwin R. Snyder, California commissioner of vocational education: "I believe that the study of Latin can be justified on the ground of utility." Dr. G. Stanley Hall: "One great trouble with Greek and Latin is first, bad teaching due to (*a*) insufficient training of teachers; (*b*) not enough diagrams, charts, illustrative apparatus, e.g., the St. Louis collection; (*c*) too much stress on formal grammar at first; (*d*) far too slow a pace and too little intensive work. The teacher should be the dictionary, and should be far more alive, and not dead like his language." Mr. J. F. Gannon, assistant superintendent, Worcester: "To my mind it is a part of good teaching continually to correlate English derivatives with Latin originals. The time element should be a variant. A sensible propaganda should be waged for the teaching of Latin and Greek. We should emphasize the value of these studies at every favorable opportunity."

Dr. W. N. Bagley, director of school education, University of Illinois, in his comment thus writes with reference to No. III: "Yes, if these could be planned and conducted by a competent educational psychologist—a man like E. L. Thorndike or G. M. Whipple." And later:

Some of the best teaching done now is in these subjects. It is, I believe, useless to reply in kind to abusive and prejudicial attacks upon the classics, but sincere criticism should be met sincerely. To say that the classicist should join hands with the psychologist may be to make a proposal abhorrent to the

party of the first part. But I sincerely believe that the sooner these two specialists get together, the better it will be, both for American education and for the finer culture of our democracy.

Replies were received from school superintendents, who are in close touch with the taxpayer; from instructors in pedagogy and educational psychology, who look upon the subject as a science; from commissioners of education, both national and state, who consider the question from the viewpoint of the public interest; from prominent educators the country over, whose reputation rests upon actual achievement in the educational field. Is there not substantial ground for encouragement in the fact that from all these there are but three who advise that the classics shall not be taught in the secondary school? Nearly one hundred and sixty others recommend, not that the study of Latin be given up, but that methods be modified, largely in the direction of utility, as might be expected in this practical age.

Allow me to close this report by quoting President Eliot's comment in answer to No. VII: "I recommend that Latin and Greek continue to be taught as elective subjects in all secondary schools supported by taxation, endowment, or fees, which can afford to pay the required salaries, the methods in teaching to be those suggested in questions II, IV, and VI above."